



# SHAPWICK SCHOOL

## BEHAVIOUR SANCTIONS & REWARDS POLICY

## **1. INTRODUCTION**

Good behaviour and discipline are essential to successful teaching and learning. The school is a community of young people in the care of their elders. It is our aim to establish rules of conduct for the benefit of the community and procedures to deal with any breach of rules.

## **2. EXPECTATIONS OF PUPILS/STAFF RELATIONSHIPS**

For there to be effective teaching and learning as well as a relaxed, purposeful, safe and rewarding environment, there has to be a good relationship involving mutual respect.

Such expectations could be as follows:

- i) Staff expectations of pupils:
  - Show courtesy, common sense and consideration
  - Behave in such a way that they are a credit to the school wherever they are
  - Listen when teachers, other adults and fellow pupils are talking
  - Respect other peoples' points of view (especially in respect of the Equal Opportunities Policy)
  - Respond co-operatively to instructions
  - Behave in lessons in such a way that everyone can learn and the teacher is not distracted from teaching
  - Do their best and take pride in their work
  - Ensure that they are always equipped with the necessary materials for their lessons
  - Be punctual
  - Complete all prep given
  - Ask for help if it is needed
  - Take care of all school resources and facilities
  - Respect other pupils' belongings
  - Take care of the fabric of the school grounds
  - Be tidy and not produce litter
  - Move quietly and purposefully about the school during the school day
  - Keep their personal diaries (at Shapwick Prep) up to date
  
- ii) Pupils expectations of staff:
  - Show courtesy, common sense and consideration
  - Teach appropriate and relevant work according to the requirements of the National Curriculum and or Individual Education Plan
  - Outline and plan the programmes of work to be undertaken and the way in which assessment will be conducted
  - Set, mark and return work promptly and regularly
  - Provide regular assessment and feedback
  - Arrive promptly for lessons and other activities
  - Be interested in their progress and well-being

- Provide support, guidance and advice
- Talk to them politely
- Treat them with respect and consideration
- Treat them as individuals
- Treat them fairly
- Listen to them
- Help them to realise their full potential

### 3. WELFARE AND PROGRESS

The over all responsibilities for the welfare of the pupils rests with the Headmasters. Houseparents are responsible for the day to day welfare of those in their Boarding House.

The overall responsibility for the progress of pupils rests with the Headmaster. Tutors should monitor pupils' progress and behaviour as necessary and certainly during the tutorial periods.

Overlap of responsibilities is bound to occur in a small school, but the Headmaster will be kept informed of all matters of concern whether it is progress, welfare, behaviour or attitude (good or bad). There is no place for secrecy amongst staff where the welfare/progress of pupils is concerned.

### 4. REWARDS

- A quiet word of encouragement
- A positive comment on a piece of work
- Public praise in front of the whole class or in school assembly
- Housepoints can be awarded for good effort and/or a good piece of work. Up to 3 housepoints may be awarded. Green Cards can be awarded to a pupil who volunteers his/her help in and around school or shows a responsible and mature attitude.
- Housepoints are recorded on a weekly basis both at Shapwick Prep and Shapwick. Housepoints gained for each pupil each week are read out in assembly and the best individual scores are highlighted. Individual House totals are read out to encourage healthy House competition.
- All Housepoints are per week and not per lesson.
  - **Year 9:** Science: each teacher will award 2 (+2 or -2) points per week. English and Maths: 6 points, gaining 4 or losing all awarded (maximum 10, minimum 0)

All other subjects start with 3, gaining maximum 2 or losing all awarded (maximum 5, minimum 0). If a teacher sees a pupil for two different subjects e.g. RE and PCSHE then they are awarded 2 lots of Housepoints

All Therapy and 1:1 lessons: only 1 point to be awarded (if earned). If a pupil goes out for 1:1 for part of a double lesson,

or is required for a show-round, don't penalise them but award an overall mark for the week.

- **Year 10:** All subject teachers begin each week with 6 points and students can gain a maximum of 4 or lose all (10 maximum, 0 minimum). Housepoints are only awarded to tutor groups if they have been involved in a tutor assembly.
- A merit tie is awarded weekly to each tutor group at Shapwick Prep and is presented in a school assembly. A merit tie can be awarded for instances of good work, attitude and behaviour in or out of the class. It is hoped that each pupil is awarded a merit tie at least once a term in order to encourage and boost their confidence. This reward carries a bonus of 5 housepoints and is recorded.
- At Shapwick Prep grades are given in English, and Mathematics at 2/3 weekly intervals each term. Small achievable targets should be regularly set and positive encouragement is vital. Grades would usually start with a 4 at the beginning of the Autumn Term or on entry to the school. Targets can then be set that will enable the pupil to move up (or down) the grading system. At the start of Spring and Summer terms, a drop of more than one grade is not normally favourable. If, in certain cases this is necessary, this is discussed with the Head of Department.

Plus (+) grades should be awarded as appropriate and positive encouragement will be shown whenever possible. Teachers will justify to the pupil the grade awarded either verbally or in written form. When a Grade 1 is reached the next Grade will be a 4 and new targets will be set. This will be explained to the pupil concerned. A Grade 1 in English and Maths should be discussed with the Head of Department (will be reported to the Joint Headmasters, etc.)

If a pupil receives two Grade 1s at the same time they will be rewarded.

○ Grade 1 (Excellent)	=	20 housepoints
○ Grade 2 (Very Good)	=	15 housepoints
○ Grade 3 (Good)	=	10 housepoints
○ Grade 4 (Satisfactory)	=	5 housepoints
○ Grade 5 (More effort needed)	=	0 housepoints
○ Grade 6 (Very disappointing)	=	-5 housepoints

- Staff should inform the Headmaster of any pupil's exceptional piece of work or incident of good responsibility attitude. At Shapwick Prep pupils are sent to the Deputy Head who may award a gold star and/or 3 housepoints. The Headmaster will ensure that he sees the individual pupil as soon as possible to praise and support.

- End of term prizes and nominations for these prizes are awarded for each subject in each year group, although years 4, 5 and 6 are grouped together. Prizes are book tokens.
- Trophies are awarded at the end of the Autumn Term and Summer Term at Shapwick, plus the end of the Spring Term at Shapwick Prep, for various aspects of progress, effort and school life contribution.
- The use of school reports to comment on attitude and behaviour as well as academic achievement.

## **5. SHAPWICK PREP–RED/GREEN CARDS FOR REWARD/SANCTIONS**

- Outside the classroom for completing a task to an exceptionally high standard, showing initiative, kindness and consideration a 'green' card should be issued by any member of staff.
- For ongoing rudeness, unpleasantness, bad language or misbehaviour a 'red' card should be issued.
- Cards are stored in the plastic boxes just inside the staffroom door. Staff should take one from their own compartment which is labelled with the individual's initials. Each card has the initials of the individual member of staff.
- If a green/red card is given, the member of staff issuing the card records it on the pupil's record sheet in the staff room. The pupil takes the card to his/her Tutor. The card is then put back in the compartment of the issuing member of staff. Each member of staff will have red/green cards in their compartment.
- Positive and negative situations may be recorded in the tutor file as at present. If a pupil obtains 3 red or 3 green cards in a day or 5 in a week the tutor must refer the pupil to the Deputy Head who will then keep the Headmaster fully informed of ongoing problems, who will offer support as necessary. A tutor receiving a green card from a pupil will reward that pupil with a suitable sticker. The pupil will wear the sticker for 24 hours on his/her blazer, 3 housepoints will be awarded to a pupil receiving a green card. A deduction of 3 housepoints will be made for a red card. This system is to be used for incidents outside of the classroom, not in lesson time and not in the Boarding Houses.

## **6. BEHAVIOUR CONTROL STRATEGIES**

- A system of positive rewards and incentives (as described above) for appropriate behaviour is always preferable to imposition of punitive sanctions.
- Positive reinforcement through praise, encouragement, the extension of privileges and a meaningful and consistent house point system is the most effective method.
- The initial strategy for dealing with unacceptable behaviour should be a verbal reprimand delivered in a controlled and appropriate manner, it has, however, to be accepted that stronger sanctions may be

required to manage and control challenging and recurring bad behaviour.

- When applying sanctions – fairness and consistency must be demonstrated at all times.
- Whole group punishment for the misdemeanour of one or two individuals is not acceptable practice, although if culprits cannot be discovered, appropriate action will need to be discussed with the Joint Headmasters.
- It is incumbent on all members of staff to ensure that they have a full understanding of acceptable standards of behaviour and are conversant with permitted sanctions and implementation proceedings.
- Staff should ensure that written and dated records are kept of any instances of challenging behaviour and of any sanctions which are applied (as detailed below).

## **7. PERMITTED SANCTIONS**

- Loss of housepoints
- Detention (within approved guidelines).
- A verbal warning from the Headmaster, which will result in the loss of housepoints.
- Parental consultation – this can have the benefit of throwing more light on the underlying reason for misbehaviour and can also help to provide a consistent approach both at home and at school.
- A telephone call from the Tutor or the Headmaster for disciplinary matters will result in a loss of housepoints.
- A letter home from the Headmaster for disciplinary matters will result in the loss of housepoints.
- Being placed on report with written observations by all staff discussed with the pupil on a daily basis.
- Referral to Deputy Headteacher or the Headmaster.
- Additional learning assignments
- Clearing up duties in the dining room, Boarding House, community service or public works or litter patrol in the school grounds.
- In the Boarding House – ‘early bed’ may be used (½ hour generally) before normal bedtime.
- Loss of privileges
- Restitution through being made to repair wilful damage, or in some circumstances pay for a repair or replacement.
- Suspension or withdrawal from the class room for personal supervision by a head of department, senior teacher or Headmaster.
- A ‘time out’ period may be employed as a short cooling off period. This may involve sending a pupil to a colleague, head of department or member of the Senior Management. It may also involve sending a child home for an overnight stay (agreed with the Headmaster).
- Temporary or permanent exclusion (according to the School’s policy). Temporary exclusion will result in the loss of 30 housepoints at

Shapwick Prep and all housepoints allocated during that week at Shapwick.

## **8. SPECIFICALLY EXCLUDED SANCTIONS**

The following sanctions are specifically excluded:

- Corporal punishment.
- Deprivation of food and drink.
- The use or withdrawal of medication, medical or dental treatment.
- Intentional deprivation of sleep.
- Requiring the wearing of distinctive or inappropriate clothing.
- The use of accommodation to restrict physical liberty (i.e. locking the door).
- The imposition of fines
- Intimate physical searches

## **9. PERMITTED USE OF PHYSICAL RESTRAINT**

There is a common misconception that any physical contact with a child is some way unlawful. This is not true. Where necessary reasonable force can be used to control or restrain pupils. Physical contact with pupils may also be appropriate or necessary in other circumstances.

Section 550A of the Education Act 1996 allows teachers and other persons who are authorised by the Headmaster to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under age of criminal responsibility).
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person is on the school premises, and when he or she has lawful control or charge of the pupils concerned elsewhere, e.g. on a field trip, or other authorised out of school activity.

There are a wide variety of situations in which **reasonable force** might be appropriate, or necessary, to control or restrain a pupil.

- A. Where action is necessary in self-defence or because there is an imminent risk of injury.
- B. Where there is a developing risk of injury, or significant damage to property.

- C. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of categories A and B are:

- a) A pupil attacks a member of staff or another pupil.
- b) Pupils are fighting.
- c) A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- d) A pupils is causing, or at risk of causing, injury or damage by accident, rough play, or by misuse of dangerous materials or objects.
- e) A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others.
- f) A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situation that fall into category C are:

- a) A pupil persistently refuses to obey an instruction to leave a classroom.
- b) A pupil is behaving in a way that is seriously disrupting a lesson.

There is no legal definition of reasonable force. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of physical force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum required to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed might also depend on the age, understanding and sex of the pupil.

Before intervening physically you should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. You should attempt to continue to communicate with the pupil throughout the incident and make it clear that physical contact or restraint will stop as soon

as it ceases to be necessary. A calm and measured approach to a situation is needed and you should never give the impression that you have lost your temper or are acting out of anger or frustration, or to punish the pupil.

Depending on your judgement at the time, you may choose not to intervene in an incident without help (unless it is an emergency). For example when dealing with an older pupil, or physically large pupil or more than one pupil, or if you believe yourself to be at risk of injury. In this situation you should:

- a) Remove other pupils at risk of injury.
- b) Summon assistance from colleagues.
- c) Where necessary phone the relevant emergency services.
- d) Continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Physical intervention may involve one or more of:

- e) Physically interposing between pupils.
- f) Blocking a pupil's path.
- g) Holding.
- h) Pushing.
- i) Pulling.
- j) Leading a pupil by the hand or arm.
- k) Shepherding a pupil away by placing a hand in the centre of the back, or, in more extreme circumstances, using more restrictive holds.

In other than exceptional circumstances you should not act in a way that might reasonably be expected to cause injury, for example by:

- l) Holding a pupil round the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe.
- m) Slapping, punching or kicking a pupil.
- n) Twisting or forcing limbs against a joint.
- o) Tripping up a pupil.
- p) Holding or pulling a pupil by the hair or ear.
- q) Holding a pupil face down on the ground.

You should always avoid touching or holding a pupil in a way that might be considered indecent.

An oral report should be made immediately to the Headmaster or a Senior member of staff. A detailed, contemporaneous, written report of any occasion where force is used should be produced to help prevent any misunderstanding or misrepresentation of the incident. It will be helpful should there be a complaint.

Each incident should be logged in the incident book and include:

- The name(s) of the pupil(s) involved, and when and where the incident took place.
- The names of any other staff or pupils who witnessed the incident.
- The reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff).
- How the incident began and progressed, including details of the pupils' behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The pupil's response, and the outcome of the incident.
- Details of any injury suffered by the pupil, another pupil or member of staff and of any damage to property.

You may find it helpful to seek advice from a senior colleague or a professional representative when compiling a report. You should also keep a copy of the report.

The Headmaster or Senior colleague to whom the incident is reported will tell the parents orally or in writing, or both either straight away or at the end of the school day.

Some physical contact may be proper or necessary to demonstrate exercises or techniques during PE lessons, sports coaching, Design Technology or if first aid is being administered. Touching may also be appropriate where a pupil is in distress and needs comforting. You should use your professional judgement when you feel a pupil needs this kind of support.

Some pupils may find touching particularly unwelcome. Physical contact comes increasingly into question as pupils reach and go through adolescence, and you should bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

## **10. SANCTIONS – PROCEDURE GUIDELINES**

### **Shapwick Prep**

- A 'What 2 do' booklet has been designed and illustrated to provide guidelines for appropriate behaviour per pupil. This booklet can provide a basis for discussion in tutorials. Each pupil and member of staff has an individual copy and one is accessible in each Boarding House. Parents are sent a copy of the booklet with their information pack.
- A Red and Green Card system is employed as previously detailed.
- All misdemeanours and resultant sanctions are recorded in each individual pupils section in their tutor's file (kept in the staff room for access and perusal as and when necessary).

- Academic problems and failure to complete work are dealt with by the relevant teacher in the first instance. Extra work may be necessary, set after consultation with the tutor, Deputy Headteacher or the Headmaster, as appropriate.
- Incidents of unacceptable behaviour in or out of the classroom will be dealt with by the relevant member of staff, depending on time and place of incident. Support from the Deputy Headteacher or the Headmaster will be sought and given as appropriate.
- Detentions in the form of loss of break time or play time may be employed by any member of staff. In this case the Deputy Headteacher and or the Headmaster should be informed.
- No school prefect may issue punishment. Problems should be addressed to an appropriate member of staff.
- In the Boarding Houses, incidents, rewards and punishments should be recorded in the house diary/communications book.

#### **Shapwick:**

- All misdemeanours and resultant sanctions are recorded in each individual pupils section in their tutor's file (kept in the staff room for access and perusal as and when necessary).
- Misdemeanours other than the minor usually result in a detention from 4 – 4.25pm on weekdays or on Saturday afternoons (see below for appropriate disciplinary action)

Pupils lose Housepoints for every detention i.e.

- 4pm weekday detentions = loss of 3 Housepoints
- ½ hour Saturday detention = loss of 5 Housepoints
- 1 hour Saturday detention = loss of 10 Housepoints

Detentions are noted in the duplicate book kept in the staff room and a copy of the incident is put in the relevant Tutor and Houseparent's pigeonhole.

Guidelines for detention (warning/reminders should be given in most cases)

#### Weekday 4 – 4.25pm

- No prep/inadequate prep – showing little effort
- Foul language (heard by accident) – verbal warning in first instance and then detention
- Silly boisterous behaviour – verbal warning in the first instance then detention
- Loitering (could be replaced with extra duties)
- Entering out of bounds area – verbal warning or inform the Headmaster at appropriate discretion of staff
- Persistent lateness for lessons/activity/Assembly

#### Saturday afternoon

- ½ hour for disturbing Prep

- 1 hour for rudeness to staff plus advise the Headmaster
- 1 hour for use of foul language within full earshot of staff

Other misdemeanours will need to be dealt with by Deputy Head or Headmaster

- Fighting/Bullying
- Smoking
- Persistent offences
- Any other misdemeanours not listed

The Tutors record detentions gained over the term and appropriate deductions are made. For each detention given, staff should record the following information: Date, Name, Offence, Length of Detention, and Staff Initials. The details are perused regularly by the Headmaster (a minimum of once a week or as advised by the members of staff). Tutors should discuss incidents of punishment over the week with the individual pupil. The Headmaster must be informed if a pattern of incidents is occurring. Staff should ensure that they are consistent in the use of detentions (or indeed sanctions). All incidents listed below and result in sanctions must be recorded in the tutor file.

Tutors telephone parents of Day pupils/regular weekly boarders so that appropriately adjusted transport arrangements can be made. Pupils will be informed of any impending detentions on Friday morning.

Housepoints are given or taken away by the Headmaster for the following:

- Student verbally congratulated +15
- Congratulatory telephone call to parents +20
- Congratulatory letter written to parents +30
- Verbal warning to student -15
- Telephone call to parents -20
- Letter to parents -30
- Student temporarily excluded from school - All housepoints awarded during the appropriate week to be withdrawn

In all Boarding Houses, incidents should, in the first place, be dealt with by the relevant Houseparents and appropriate sanctions employed and recorded in the house diary/communications book. Persistent incidents or ongoing areas of concern must be brought to the attention of the Headmaster who will take or direct the action which he deems appropriate after discussion.

## **11 MONITORING**

Tutors keep and monitor a written record on individual students' progress throughout the school day, recording incidents good and bad, and any rewards or punishments received. The Tutor is also responsible for monitoring and collating an individual student's Housepoints.

The Tutor files are read and initialled by the Headmaster each week. He sees the Houseparents on most school days. Houseparents attend staff meetings. The Headmaster reads and initials each Boarding House diary/record book every week, and follows up any events/incidents which have not already been brought to his attention.

Due for review on or before: 01/09/12